Comprehensive District Improvement

Plan

Meade County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Meade County is located on the Ohio River, southwest of Louisville and bordering the Fort Knox reservation. We are a small, rural community of caring people. The district consists of six elementary schools for students preschool -grade 6: Brandenburg Primary, David T. Wilson, Ekron, Flaherty, Flaherty Primary, and Payneville. Students attend Stuart Pepper Middle School for grades 7 and 8 and James R. Allen Freshman Academy/Meade County High School for grades 9-12. Our current enrollment is 5205 students. Fifty-four percent of our students receive free or reduced meals with 8.15% of our total population made up of minority students. The school system is the largest employer in the county.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Meade County Vision

The Meade County School District and its schools will be recognized for EXCELLENCE and improvement in all areas of student performance. We aspire for every child to be proficient and prepared for success after graduation.

Meade County Mission

Meade County Schools will establish an atmosphere of EXCELLENCE by exhibiting a "We CARE" attitude as evidenced by:

 Supporting our students, families and each other through our actions, attitudes, and teamwork in both academic and extra-curricular programs.

 Using best practices in instruction and continually searching for ways to improve.

 Encouraging lifelong learning and believing in the unique gifts and abilities of all students.

 Maintaining flexibility when change is needed.

 Holding ourselves and students to higher standards.

 Showing passion and persistence in our continued efforts of EXCELLENCE!

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

In 2001, we set a goal of performing in the top ten percent of school districts in the state of Kentucky. At that time, we were in the top 34%-- the 54th district out of 174. Since then, we have made student achievement a top priority focusing on four critical questions: What do we want our students to know? How will we determine if they know? What will we do if they already know? What will we do if they don't know? Additionally, we have made our motto, "Every Child, Every Day." By building relationships with students and individualizing our instruction to meet their needs, we have been steadily improving. This year's test scores indicate that Meade County performed in the top fifteen percent of all districts in the state of Kentucky and the 14th highest county school district.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Meade County Schools has made a large investment in technology. All of our classrooms are equipped with video projectors and voice enhancement and many also have interactive whiteboards. In the 2013-14 school year, Meade County High School and Stuart Pepper Middle School have wireless access throughout. We also have partial wireless access in all of our buildings. Students and staff can access the internet on their own devices through our network. Seven of our eight schools have at least one iPad cart for use during instruction.

2013-14 Meade County Schools CDIP

Overview

Plan Name

2013-14 Meade County Schools CDIP

Plan Description

2013-14 Revised CDIP based on Spring 2013 District/School Data

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math scores for elementary from 55.3 % to 77.7%, for middle from 54.7% to 77.4%, and for high from 49.9% to 75.0% in 2017.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	$338500
2	Increase the percentage of students who are college and career ready from 65.2% to 67.5% by 2015.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$3000
3	Increase achievement for all student groups in Meade County so that the achievement gap decreases from an average 59.5% in 2012 to an average of 33.5 % by 2017 as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$5000
4	Increase the four-year adjusted cohort graduation rate from 94.1% to 95.0% by 2015.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$1000
5	Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$100
6	Increase the percentage of effective Teachers from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
7	To increase the percentages of favorable TELL Survey results to 90% by 2015 (where applicable with resources and legalities).	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$500
8	Program Review areas will be classified as Proficient by the Spring of 2014.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$2000

Goal 1: Increase the average combined reading and math scores for elementary from 55.3 % to 77.7%, for middle from 54.7% to 77.4%, and for high from 49.9% to 75.0% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency to 64.2% for elementary, 63.8% for middle, and 59.9% for high by 05/30/2014 as measured by K-PREP and/or EOC scores.

Strategy 1:

Literacy Initiative - An awareness of Literacy Across Content Areas will icrease achievement and raise the level of rigor.

Activity - Awareness of Literacy Standards K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Level Staff will guide principals and curriculum resource learning team through the literacy standards. Schools are then required to create a literacy improvement plan that will ensure increased understanding of the literacy standards and how they can be implemented instructionally in individual classrooms. Schools: All Schools	Professional Learning	09/02/2013	05/29/2015	$0	No Funding Required	District level staff, principals, curriculum resource learning team

Activity - Revision of Writing Plans/Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year. Schools: All Schools	Policy and Process	03/01/2013	07/31/2013	$1500	General Fund	Instructional supervisors; curriclum resource teachers; staff representative from selected schools

Strategy 2:

School Readiness - The Brigance Kindergarten Screener will be administered to all kindergarten students before school began. This work was supported by the district. The data will be used to put interventions in support for targeted students as soon as students enter kindergarten.

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.

Schools: Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School | Parent Involvement | 12/02/2013 | 07/31/2014 | $0 | No Funding Required | Instructional Supervisor, DOSE, Superintendent, Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron) |

Strategy 3:

K-6 Implementation of Research Based Curriculum - Ensuring research based instruction in grades K-6 will support the fidelity of the KSI process as well as support rigorous instruction.

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series. Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Academic Support Program	10/07/2013	02/28/2014	$0	No Funding Required	Elemenatary Principals; Superintendent; District Support Staff

Activity - AR Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student. Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Parent Involvement	09/02/2013	05/29/2015	$0	No Funding Required	Elementary Principals, Superintendent

Activity - Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series. Schools: David T. Wilson Elementary, Payneville Elementary School, Brandenburg Primary School, Ekron Elementary School, Flaherty Primary School, Flaherty Elementary School	Academic Support Program	01/16/2014	05/29/2015	$0	No Funding Required	Superintendent, District Support Staff, Building Principals

Strategy 4:

Increasing Instructional Rigor - Instructional strategies and resources to increase instructional rigor in the classroom will be implemented.

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phase II of implementation (2013-14 School Year) -- CIITS Coaches in each building will be trained to train teachers in the continued use of CIITS lesson planning and CIITS Assessments with the expectation of implementation a minimum of once during the school year. Schools: All Schools	Academic Support Program	07/15/2013	06/27/2014	$7000	Grant Funds	Instructional Supervisor; CIITS Coaches; Building Principals

Activity - 7-12 iLearn: iWave Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All MCHS/SPMS certified teachers were issued an iPad in May/August of 2013 to begin exploring how to increase the implementation of technology into instruction. On-going training will be provided in various platforms throughout the school year. A 1 to 1 Student Initiative will follow to increase engagement and rigor. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	12/02/2013	08/29/2014	$330000	School Council Funds	Building Principals; District Support Staff; Superintendent

Goal 2: Increase the percentage of students who are college and career ready from 65.2% to 67.5% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to have 61.0% of students CCR by 05/30/2014 as measured by the Unbridled Learning Formula.

Strategy 1:

Academic and Career Advising - Our middle and high school will colloaborate to build a comprehensive plan to advise students and parents grades 7-12.

Activity - Academic/Advisor Folder Develempment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/26/2012	05/30/2014	$1000	School Council Funds	School counselors, Building Principals, teachers

Strategy 2:

EPAS Assessments - EPAS Assessment will be administered in grades 7 and 9 for baseline data

Activity - EPAS Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targeted gaps in curriculum will be addressed instructionally once identified. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/04/2013	01/10/2014	$2000	Title II Part A	Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers

Strategy 3:

ASSIST Special Ed Transition Rate Data - Working with students in high school will ensure higher tranistion rates for our high school students.

Activity - Youth One Year Out Transition Rates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with the transition consultant through GRREC to determine resources available for students with disabilities to increase the number enrolled in higher education. Continue the strategies in place to promote career readiness for students with disabilities. Schools: Meade County High School	Career Preparation/Orientation	01/03/2014	05/30/2014	$0	No Funding Required	DOSE; GRREC Consultants; MCHS Special Ed Teachers

Goal 3: Increase achievement for all student groups in Meade County so that the achievement gap decreases from an average 59.5% in 2012 to an average of 33.5 % by 2017 as measured by school reports.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to meet the district delivery target by 05/30/2014 as measured by gap scores for combined reading and math.

Strategy 1:

Best Practice - Focus School - Using 2011-12 and 2012-13 data as found on the school report card as well as KDE cut-points, principals will be taught the various ways a district could become a "focus district" and how a school could become a "focus school."

Activity - District Support for Focus School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation. Schools: All Schools	Policy and Process	12/02/2013	01/31/2014	$0	No Funding Required	Instructional Supervisor, Principals, Curriculum Resource Teachers

Activity - Language Mechanics -- Focus School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum. Schools: Meade County High School, Stuart Pepper Middle School	Academic Support Program	11/14/2012	05/30/2014	$5000	General Fund	Instructional Supervisor; Building Principals; ELA Teachers

Activity - Writing -- Focus School Watch Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A common writing strategy will be developed and implemented in each school for both Extended Response and On-Demand Writing. A process to monitor student progress will also be implemented to monitor the curriculum. Schools: All Schools	Academic Support Program	12/02/2013	05/30/2014	$0	No Funding Required	Building Principals, District Support Staff, Curriculum Resource Teachers, Teachers

Strategy 2:

Progress Monitoring - District/schools will use a continuous montoring process to identify strategies and interventions for addressing gaps for special needs students and students performing significantly below their grade level peers.

Activity - Monitoring the Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will identify a monitoring tool of choice to analyze student achievment of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings. Schools: All Schools	Academic Support Program	01/31/2013	06/06/2014	$0	No Funding Required	Principals and teachers; district support staff

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in distrtict protocol. In addition, each school will re-evaluate current research based interventions being implemented to determine their effectiveness. Schools: All Schools	Academic Support Program	07/02/2012	06/06/2014	$0	No Funding Required	School Admintrators; designated KSI coordinator; district support staff

Strategy 3:

Co-Teaching Team Development - The district will work with schools to increase the number of co-teaching teams that are trained to work collaboratively in a co-teaching environment to provide additional support to students within the LRE.

Activity - Co-Teaching Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the districts will work with schools to develop co-teaching team expectations. Schools: All Schools	Academic Support Program	03/15/2013	05/30/2014	$0	No Funding Required	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams

Activity - Increasing students participating in co-teaching model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will identify the schools that are not meeting the state goal for LRE. Once identified, district staff will work with those schools to increase the number of students participating in a co-teaching model, as appropriate. Schools: All Schools	Other	10/31/2013	05/23/2014	$0	No Funding Required	Superintendent, Director of Special Education, Instructional Supervisor, Building :Principals

Goal 4: Increase the four-year adjusted cohort graduation rate from 94.1% to 95.0% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the cohort graduation rate for Meade County to 94.5% by 05/30/2014 as measured by the cohort graduation rate formula..

Strategy 1:

Cohort Monitoring - Use an Excel tracking document created at the district level to monitor each cohort group through their four years at Meade County High School to target individual students 9-12 who are not on track to graduate with their cohort.

Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Check and Connect Program will be continued to target students that are identified through cohort monitoring. Mentors will be identified and trained to work with this target population of students. Schools: Meade County High School, Stuart Pepper Middle School	Other	12/02/2013	05/30/2014	$1000	Grant Funds	Youth Service Center Coordinators; Building Principals; Mentors

Strategy 2:

Career Readiness Pathways - Career Readiness Pathways will be clearly communicated to stakeholders.

Activity - Career Pathway Coursework Handouts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year. Schools: Meade County High School, Stuart Pepper Middle School	Career Preparation/Orientation	01/02/2013	02/28/2014	$0	No Funding Required	ATC Administrator; CTE Teachers; High School Guidance Department

Strategy 3:

ASSIST Special Ed Graduation Rate Data - The Meade County High School CSIP Graduation Rate Team will be charged with reviewing the ASSIST Special Education Graduation Rate Data.

Activity - Individual Intervention Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a system to monitor the students with disabilities who will be graduating with a regular diploma. Target those students not on track and develop an individual intervention plan for each student. Schools: Meade County High School, Brandenburg High School, Meade Co Alternative Learning Center	Other	12/02/2013	05/30/2014	$0	No Funding Required	High school guidance department, high school special education teachers, special education director

Goal 5: Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to set goals and develop objectives by 05/29/2015 as measured by baseline data received from first year implementatoin of TPGES.

Strategy 1:

Professional Learning and Support - 2013-14 is about scaling up to implement the system in full beginning in 2014-15.

Research Cited: Charlotte Danielson Work -- The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Activity - PPGES PD360 Module Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a snow day in January of 2014, the Superintendent and Instructional Supervisor will meet with all building principals to complete the module training in PD360. PPGES binders will be created with all needed resources for this training and the implementation of PPGES in 2014-15. Schools: All Schools	Professional Learning	11/04/2013	01/31/2014	$100	General Fund	Superintendent, Instructional Supervisor, Principals

Activity - PPGES Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly principal meetings, develop an implementation plan for PPGES for 2014-15 to ensure all leadership are knowledgeable of PPGES components and expectations; recommend modifications to policy and procedures to support principal effectiveness. Schools: All Schools	Policy and Process	01/06/2014	05/29/2015	$0	No Funding Required	Superintendent; Personal Director; Instructional Supervisor; Principals

Goal 6: Increase the percentage of effective Teachers from ____% in 2015 to ____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to set goals and develop objectives by 05/22/2015 as measured by baseline data received from first year implementation of TPGES.

Strategy 1:

Professional Learning and Support - 2013-14 is about scaling up to implement the system in full beginning in 2014-15. Each principal will identify a pilot group to begin building capacity amongst teachers and begin the work of scaling up on identified components with their full staff and identified components with their pilot group

Research Cited: Charlotte Danielson Work -- The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Activity - Pilot Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will select a TPGES Pilot group of teachers. Items that ALL Principals and PILOT teachers will need to be familiar with by the end of the 2013-14 school year include: • Completing the Initial Self-Reflection in EDS • Writing your Student Growth Goal in EDS (Goal 1) • Writing your Professional Growth Goal in EDS (Goal 2) • Observations using the PGES Framework Schools: All Schools	Professional Learning	08/05/2013	05/30/2014	$0	No Funding Required	Building Principals; Pilot Teachers; Instructional Supervisor

Activity - Scaling TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building principal will develop a TPGES Rollout Calendar for the 2013-14 School Year. Items that must be included: Student Voice Survey, Verifying Class Rosters, and PD 360. Schools: All Schools	Professional Learning	07/29/2013	05/30/2014	$0	No Funding Required	Building Principal; Teachers; Instructional Supervisor

Goal 7: To increase the percentages of favorable TELL Survey results to 90% by 2015 (where applicable with resources and legalities).

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

 collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/29/2015 as measured by the Kentucky TELL Survey..

Strategy 1:

Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Research Cited: www.tellkentucky.org

Activity - Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with building principals and district staff to identify ways to increase favorable results within the focus area of time. Identify three activities and add them to the CDIP as identified for monitoring. Schools: All Schools	Policy and Process	12/02/2013	05/29/2015	$0	No Funding Required	Distirct PLC Team Members

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process. Schools: All Schools	Professional Learning	12/02/2013	05/29/2015	$500	District Funding	District PLC Team Members

Goal 8: Program Review areas will be classified as Proficient by the Spring of 2014.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

 collaborate to have all three program reviews score as proficient by 05/30/2014 as measured by Program Review rubric..

Strategy 1:

External Review Process - As schools complete periodic reviews, they will identify evidence, complete rubrics, and prepare reports into sets of information they will provide their SBDM council. As a result of ongoing internal program reviews, district review teams will be able to request and review Program Internal Review reports provided to SBDM Council Program for monitoring and support purposes.

Activity - External Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Districts should organize an external review team [early in the year] to familiarize the team with program reviews and the process they will use when conducting an external review establish supporting connections for schools with district and community partners. Schools: All Schools	Policy and Process	08/05/2013	04/30/2014	$0	No Funding Required	School Administrators; District Support Staff; Program Review Administrative /Teacher Leads

Activity - Study the Internal Program Review Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual team members of the district external review team shall review the entire internal review report set (including the report and recommendations, individual completed rubrics and evidence). Members should look at the quality of the evidence the school identified to determine if it justifies the school's self-assigned scores and the plans for improvement identified by school teams to determine the school's progress toward program improvement. Schools: All Schools	Policy and Process	01/06/2014	04/30/2014	$2000	School Council Funds	School Administrators, Program Review Team Administrator/ Teacher Leads, District Staff

Strategy 2:

Professional Learning and Support - As Next Generation Instructional Support Programs is added into accountability in the 2013-14 school year, efforts will be extended to a develop a comprehensive understanding of the four standards.

Activity - Standards Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a District PLC Team, a common understanding of Standards 3 and 4 will be established, ideas shared and implementation monitored. Schools: All Schools	Professional Learning	12/02/2013	04/25/2014	$0	No Funding Required	District PLC Team

Activity - District Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Support Staff will work collectively with all schools in the district to ensure that school level wellness policies are congruent with the district policy and reviewed annually. In addition, as this policy review process in completed, activities will be added to the CDIP to ensure improvement in our programming. Schools: All Schools	Policy and Process	10/07/2013	05/30/2014	$0	No Funding Required	District Support Staff; Building Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Time	Work with building principals and district staff to identify ways to increase favorable results within the focus area of time. Identify three activities and add them to the CDIP as identified for monitoring.	Policy and Process	12/02/2013	05/29/2015	$0	Distirct PLC Team Members
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintendent, District Support Staff, Building Principals
Parent Awareness	A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0	Instructional Supervisor, DOSE, Superintendent, Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron)
Increasing students participating in co-teaching model	The district will identify the schools that are not meeting the state goal for LRE. Once identified, district staff will work with those schools to increase the number of students participating in a co-teaching model, as appropriate.	Other	10/31/2013	05/23/2014	$0	Superintendent, Director of Special Education, Instructional Supervisor, Building :Principals
External Review Team	The Districts should organize an external review team [early in the year] to familiarize the team with program reviews and the process they will use when conducting an external review establish supporting connections for schools with district and community partners.	Policy and Process	08/05/2013	04/30/2014	$0	School Administrators; District Support Staff; Program Review Administrative/Teacher Leads

Co-Teaching Planning	Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the district will work with schools to develop co-teaching team expectations.	Academic Support Program	03/15/2013	05/30/2014	$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
District Wellness Policy	District Support Staff will work collectively with all schools in the district to ensure that school level wellness policies are congruent with the district policy and reviewed annually. In addition, as this policy review process in completed, activities will be added to the CDIP to ensure improvement in our programming.	Policy and Process	10/07/2013	05/30/2014	$0	District Support Staff; Building Principals
District Support for Focus School	Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation.	Policy and Process	12/02/2013	01/31/2014	$0	Instructional Supervisor, Principals, Curriculum Resource Teachers
Monitoring the Gap	Schools will identify a monitoring tool of choice to analyze student achievment of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings.	Academic Support Program	01/31/2013	06/06/2014	$0	Principals and teachers; district support staff
KSI Protocol Fidelity	School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in distrtict protocol. In addition, each school will re-evaluate current research based interventions being implemented to determine their effectiveness.	Academic Support Program	07/02/2012	06/06/2014	$0	School Admintrators; designated KSI coordinator; district support staff
Youth One Year Out Transition Rates	Work with the transition consultant through GRREC to determine resources available for students with disabilities to increase the number enrolled in higher education. Continue the strategies in place to promote career readiness for students with disabilities.	Career Preparation/Orientation	01/03/2014	05/30/2014	$0	DOSE; GRREC Consultants; MCHS Special Ed Teachers
Standards Work	As a District PLC Team, a common understanding of Standards 3 and 4 will be established, ideas shared and implementation monitored.	Professional Learning	12/02/2013	04/25/2014	$0	District PLC Team

Comprehensive District Improvement Plan

Meade County

Pilot Teachers	Each school will select a TPGES Pilot group of teachers. Items that ALL Principals and PILOT teachers will need to be familiar with by the end of the 2013-14 school year include: • Completing the Initial Self-Reflection in EDS • Writing your Student Growth Goal in EDS (Goal 1) • Writing your Professional Growth Goal in EDS (Goal 2) • Observations using the PGES Framework	Professional Learning	08/05/2013	05/30/2014	$0	Building Principals; Pilot Teachers; Instructional Supervisor
Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	$0	ATC Administrator; CTE Teachers; High School Guidance Department
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elementary Principals; Superintendent; District Support Staff
Scaling TPGES	Each building principal will develop a TPGES Rollout Calendar for the 2013-14 School Year. Items that must be included: Student Voice Survey, Verifying Class Rosters, and PD 360.	Professional Learning	07/29/2013	05/30/2014	$0	Building Principal; Teachers; Instructional Supervisor
PPGES Implementation Plan	At monthly principal meetings, develop an implementation plan for PPGES for 2014-15 to ensure all leadership are knowledgeable of PPGES components and expectations; recommend modifications to policy and procedures to support principal effectiveness.	Policy and Process	01/06/2014	05/29/2015	$0	Superintendent; Personal Director; Instructional Supervisor; Principals
Writing -- Focus School Watch Support	A common writing strategy will be developed and implemented in each school for both Extended Response and On-Demand Writing. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	12/02/2013	05/30/2014	$0	Building Principals, District Support Staff, Curriculum Resource Teachers, Teachers

Individual Intervention Planning	Develop a system to monitor the students with disabilities who will be graduating with a regular diploma. Target those students not on track and develop an individual intervention plan for each student.	Other	12/02/2013	05/30/2014	$0	High school guidance department, high school special education teachers, special education director
Awareness of Literacy Standards K-12	District Level Staff will guide principals and curriculum resource learning team through the literacy standards. Schools are then required to create a literacy improvement plan that will ensure increased understanding of the literacy standards and how they can be implemented instructionally in individual classrooms.	Professional Learning	09/02/2013	05/29/2015	$0	District level staff, principals, curriculum resource learning team
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Check and Connect	A Check and Connect Program will be continued to target students that are identified through cohort monitoring. Mentors will be identified and trained to work with this target population of students.	Other	12/02/2013	05/30/2014	$1000	Youth Service Center Coordinators; Building Principals; Mentors
CIITS	Phase II of implementation (2013-14 School Year) -- CIITS Coaches in each building will be trained to train teachers in the continued use of CIITS lesson planning and CIITS Assessments with the expectation of implementation a minimum of once during the school year.	Academic Support Program	07/15/2013	06/27/2014	$7000	Instructional Supervisor; CIITS Coaches; Building Principals
				Total	$8000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Meade County

EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targeted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/04/2013	01/10/2014	$2000	Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
				Total	$2000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic/Advisor Folder Develepment	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	$1000	School counselors, Building Principals, teachers
Study the Internal Program Review Report	Individual team members of the district external review team shall review the entire internal review report set (including the report and recommendations, individual completed rubrics and evidence). Members should look at the quality of the evidence the school identified to determine if it justifies the school's self-assigned scores and the plans for improvement identified by school teams to determine the school's progress toward program improvement.	Policy and Process	01/06/2014	04/30/2014	$2000	School Administrators, Program Review Team Administrator/ Teacher Leads, District Staff
7-12 iLearn: iWave Initiative	All MCHS/SPMS certified teachers were issued an iPad in May/August of 2013 to begin exploring how to increase the implementation of technology into instruction. On-going training will be provided in various platforms throughout the school year. A 1 to 1 Student Initiative will follow to increase engagement and rigor.	Academic Support Program	12/02/2013	08/29/2014	$330000	Building Principals; District Support Staff; Superintendent
				Total	$333000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/29/2015	$500	District PLC Team Members
				Total	$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PPGES PD360 Module Training	On a snow day in January of 2014, the Superintendent and Instructional Supervisor will meet with all building principals to complete the module training in PD360. PPGES binders will be created with all needed resources for this training and the implementation of PPGES in 2014-15.	Professional Learning	11/04/2013	01/31/2014	$100	Superintendent, Instructional Supervisor, Principals
Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	$5000	Instructional Supervisor; Building Principals; ELA Teachers
Revision of Writing Plans/Folders	After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	$1500	Instructional superviors; curriclum resource teachers; staff representative from selected schools
				Total	$6600	

Progress Notes

Type	Name	Status	Comments	Created On	Created By

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awareness of Literacy Standards K-12	District Level Staff will guide principals and curriculum resource learning team through the literacy standards. Schools are then required to create a literacy improvement plan that will ensure increased understanding of the literacy standards and how they can be implemented instructionally in individual classrooms.	Professional Learning	09/02/2013	05/29/2015	$0	District level staff, principals, curriculum resource learning team
Revision of Writing Plans/Folders	After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	$1500	Instructional supervíors; curriclum resource teachers; staff representative from selected schools
District Support for Focus School	Analyze student achievement by gap groups, relative to state cut-points for the non-duplicated group and third standard deviation.	Policy and Process	12/02/2013	01/31/2014	$0	Instructional Supervisor, Principals, Curriculum Resource Teachers
Monitoring the Gap	Schools will identify a monitoring tool of choice to analyze student achievment of the non-duplicated gap population relative to district and school assessment. Progress toward school goals will be discussed bi-monthly at district PLC meetings.	Academic Support Program	01/31/2013	06/06/2014	$0	Principals and teachers; district support staff
KSI Protocol Fidelity	School administrations are required to ensure that 1) KSI Protocol is reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) KSI data review is conducted with fidelity; and 4) district guidelines for the transition of KSI data and documentation are followed as outlined in distrtict protocol. In addition, each school will re-evaluate current research based interventions being implemented to determine their effectiveness.	Academic Support Program	07/02/2012	06/06/2014	$0	School Admintrators; designated KSI coordinator; district support staff

Co-Teaching Planning	Each school will work to provide time within the school day for common planning for co-teaching teams a minimum of once a week. In addition, the district will work with schools to develop co-teaching team expectations.	Academic Support Program	03/15/2013	05/30/2014	$0	DOSE; Instructional Supervisors; Building Principals; Co-teaching Teams
Increasing students participating in co-teaching model	The district will identify the schools that are not meeting the state goal for LRE. Once identified, district staff will work with those schools to increase the number of students participating in a co-teaching model, as appropriate.	Other	10/31/2013	05/23/2014	$0	Superintendent, Director of Special Education, Instructional Supervisor, Building :Principals
Time	Work with building principals and district staff to identify ways to increase favorable results within the focus area of time. Identify three activities and add them to the CDIP as identified for monitoring.	Policy and Process	12/02/2013	05/29/2015	$0	Distirct PLC Team Members
Professional Development	A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/29/2015	$500	District PLC Team Members
PPGES PD360 Module Training	On a snow day in January of 2014, the Superintendent and Instructional Supervisor will meet with all building principals to complete the module training in PD360. PPGES binders will be created with all needed resources for this training and the implementation of PPGES in 2014-15.	Professional Learning	11/04/2013	01/31/2014	$100	Superintendent, Instructional Supervisor, Principals
PPGES Implementation Plan	At monthly principal meetings, develop an implementation plan for PPGES for 2014-15 to ensure all leadership are knowledgeable of PPGES components and expectations; recommend modifications to policy and procedures to support principal effectiveness.	Policy and Process	01/06/2014	05/29/2015	$0	Superintendent; Personal Director; Instructional Supervisor; Principals
Writing -- Focus School Watch Support	A common writing strategy will be developed and implemented in each school for both Extended Response and On-Demand Writing. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	12/02/2013	05/30/2014	$0	Building Principals, District Support Staff, Curriculum Resource Teachers, Teachers

Pilot Teachers	Each school will select a TPGES Pilot group of teachers. Items that ALL Principals and PILOT teachers will need to be familiar with by the end of the 2013-14 school year include: • Completing the Initial Self-Reflection in EDS • Writing your Student Growth Goal in EDS (Goal 1) • Writing your Professional Growth Goal in EDS (Goal 2) • Observations using the PGES Framework	Professional Learning	08/05/2013	05/30/2014	$0	Building Principals; Pilot Teachers; Instructional Supervisor
Scaling TPGES	Each building principal will develop a TPGES Rollout Calendar for the 2013-14 School Year. Items that must be included: Student Voice Survey, Verifying Class Rosters, and PD 360.	Professional Learning	07/29/2013	05/30/2014	$0	Building Principal; Teachers; Instructional Supervisor
External Review Team	The Districts should organize an external review team [early in the year] to familiarize the team with program reviews and the process they will use when conducting an external review establish supporting connections for schools with district and community partners.	Policy and Process	08/05/2013	04/30/2014	$0	School Administrators; District Support Staff; Program Review Administrative/Teacher Leads
Study the Internal Program Review Report	Individual team members of the district external review team shall review the entire internal review report set (including the report and recommendations, individual completed rubrics and evidence). Members should look at the quality of the evidence the school identified to determine if it justifies the school's self-assigned scores and the plans for improvement identified by school teams to determine the school's progress toward program improvement.	Policy and Process	01/06/2014	04/30/2014	$2000	School Administrators, Program Review Team Administrator/Teacher Leads, District Staff
Standards Work	As a District PLC Team, a common understanding of Standards 3 and 4 will be established, ideas shared and implementation monitored.	Professional Learning	12/02/2013	04/25/2014	$0	District PLC Team
CIITS	Phase II of implementation (2013-14 School Year) -- CIITS Coaches in each building will be trained to train teachers in the continued use of CIITS lesson planning and CIITS Assessments with the expectation of implementation a minimum of once during the school year.	Academic Support Program	07/15/2013	06/27/2014	$7000	Instructional Supervisor; CIITS Coaches; Building Principals
District Wellness Policy	District Support Staff will work collectively with all schools in the district to ensure that school level wellness policies are congruent with the district policy and reviewed annually. In addition, as this policy review process in completed, activities will be added to the CDIP to ensure improvement in our programming.	Policy and Process	10/07/2013	05/30/2014	$0	District Support Staff; Building Principals
			Total		$11100	

Stuart Pepper Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic/Advisor Folder Develement	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	$1000	School counselors, Building Principals, teachers
EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targeted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/04/2013	01/10/2014	$2000	Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
Check and Connect	A Check and Connect Program will be continued to target students that are identified through cohort monitoring. Mentors will be identified and trained to work with this target population of students.	Other	12/02/2013	05/30/2014	$1000	Youth Service Center Coordinators; Building Principals; Mentors
Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	$0	ATC Administrator; CTE Teachers; High School Guidance Department
Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	$5000	Instructional Supervisor; Building Principals; ELA Teachers
7-12 iLearn: iWave Initiative	All MCHS/SPMS certified teachers were issued an iPad in May/August of 2013 to begin exploring how to increase the implementation of technology into instruction. On-going training will be provided in various platforms throughout the school year. A 1 to 1 Student Initiative will follow to increase engagement and rigor.	Academic Support Program	12/02/2013	08/29/2014	$330000	Building Principals; District Support Staff; Superintendent
				Total	$339000	

Payneville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Meade County

Parent Awareness	A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0	Instructional Supervisor, DOSE, Superintendent, Building Principal/Counsenlor or designee (BPS, FPS, PES, Ekron)
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elementary Principals; Superintendent; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintendent, District Support Staff, Building Principals
				Total	$0	

Meade County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic/Advisor Folder Develement	The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	$1000	School counselors, Building Principals, teachers
EPAS Item Analysis	EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targeted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/04/2013	01/10/2014	$2000	Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers
Check and Connect	A Check and Connect Program will be continued to target students that are identified through cohort monitoring. Mentors will be identified and trained to work with this target population of students.	Other	12/02/2013	05/30/2014	$1000	Youth Service Center Coordinators; Building Principals; Mentors

Career Pathway Coursework Handouts	Career Pathway Course work handouts will be developed for each Career Pathway at both MCHS and the Meade County Area Technology Center. These handouts will be shared with students in 8th grade so students and parents can begin making informed decisions about course selection in the 9th grade. These handouts will be reviewed with students each year in grades 9-11 as students complete course selection forms for the next school year.	Career Preparation/Orientation	01/02/2013	02/28/2014	$0	ATC Administrator; CTE Teachers; High School Guidance Department
Language Mechanics -- Focus School Support	Release time will be utilized with ELA teachers in grades 7-11 to develop a comprehensive and cohesive Language Mechanics curriculum. A process to monitor student progress will also be implemented to monitor the curriculum.	Academic Support Program	11/14/2012	05/30/2014	$5000	Instructional Supervisor; Building Principals; ELA Teachers
Individual Intervention Planning	Develop a system to monitor the students with disabilities who will be graduating with a regular diploma. Target those students not on track and develop an individual intervention plan for each student.	Other	12/02/2013	05/30/2014	$0	High school guidance department, high school special education teachers, special education director
Youth One Year Out Transition Rates	Work with the transition consultant through GRREC to determine resources available for students with disabilities to increase the number enrolled in higher education. Continue the strategies in place to promote career readiness for students with disabilities.	Career Preparation/Orientation	01/03/2014	05/30/2014	$0	DOSE; GRREC Consultants; MCHS Special Ed Teachers
7-12 iLearn: iWave Initiative	All MCHS/SPMS certified teachers were issued an iPad in May/August of 2013 to begin exploring how to increase the implementation of technology into instruction. On-going training will be provided in various platforms throughout the school year. A 1 to 1 Student Initiative will follow to increase engagement and rigor.	Academic Support Program	12/02/2013	08/29/2014	$330000	Building Principals; District Support Staff; Superintendent
				Total	$339000	

Meade Co Alternative Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Meade County

	Develop a system to monitor the students with disabilities who will be graduating with a regular diploma. Target those students not on track and develop an individual intervention plan for each student.	Other	12/02/2013	05/30/2014	$0	High school guidance department, high school special education teachers, special education director
Individual Intervention Planning						
				Total	$0	

Flaherty Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0	Instructional Supervisor, DOSE, Superintendent, Building Principal/Counselor or designee (BPS, FPS, PES, Ekron)
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elementary Principals; Superintendent; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintendent, District Support Staff, Building Principals
				Total	$0	

Flaherty Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

Meade County

Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elemenatary Principals; Superintendent; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintendent, District Support Staff, Building Principals
				Total	$0	

Ekron Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0	Instructional Supervisor, DOSE, Superintendent, Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron)
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elemenatary Principals; Superintendent; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintendent
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintendent, District Support Staff, Building Principals
				Total	$0	

David T. Wilson Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elemenatary Principals; Superintende nt; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintende nt
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintende nt, District Support Staff, Building Principals
				Total	$0	

Brandenburg Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Awareness	A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0	Instructional Supervisor, DOSE, Superintende nt, Building Principal/Cou senlor or designee (BPS, FPS, PES, Ekron)
Reading	Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0	Elemenatary Principals; Superintende nt; District Support Staff
AR Parent Awareness	One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0	Elementary Principals, Superintende nt
Mathematics	Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0	Superintende nt, District Support Staff, Building Principals

Comprehensive District Improvement Plan

Meade County

| | | | | | | **Total** | $0 |

Brandenburg High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Intervention Planning	Develop a system to monitor the students with disabilities who will be graduating with a regular diploma. Target those students not on track and develop an individual intervention plan for each student.	Other	12/02/2013	05/30/2014	$0	High school guidance department, high school special education teachers, special education director
				Total	$0	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The key question we are trying to answer at the district level is "What is our main area(s) of weakness(es)," as well as, "When looking at individual schools, what are possible targeted outliers that may be need to be addressed on an individual basis?"

What the data/information tells us is:

- At the elementary and middle school, writing is the lowest score on K-PREP.

-Writing is not the lowest score at the high school level, however, the EOC analysis shows that students usually do better on multiple choice that on constsructed response. As a general rule, the constructed response answers tends to lower a students' score. Therefore, improving writing is also a need at the high school.

- At the elementary and middle school level, reading scores on KPREP are lower than those on math.

- Achievement, GAP, and Growth scores all show a need for improving reading and writing.

What the data/information does not tell us is:

-CCR data on this year's school report card does not show reading as the greatest concern; however, the data from Fall 2012 Explore does show a considerable drop in reading scores

- how students scored on multiple choice verses constructed response (for grades 3-8)

-how students scored on passage based writing prompts in comparison to stand alone writing prompts.

-if timing had an impact on student reading scores. (Were students able to finish reading the passage and answering the questions or were there multiple blank responses?)

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength include:

-Math is higher than reading for 5/6 elementary schools and the middle school. There is still room for improvement, but five years ago, math was our greatest area of weakness. There is cause to celebrate that even with more rigorous standards. We did not see the drop that was anticipated according to KDE guidance.

What actions are you implementing to sustain the areas of strength?

-Common pacing and district interim assessments K-12 will be continued.

-Data analysis will continue to identify gaps and guide instruction.

-We have made a district commitment to limit calculator use in order to build a stronger number sense and basic computation skills. There is intentional instruction on the appropriate use of a calculator.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Areas in need of improvement include reading and writing across the district and across content areas.

Plans the district is making to improve the areas of need include the following:

- targeted work with teachers and administration at our lowest performing elementary school

-school specific work with writing standards including the revision of the district writing folder requirements and process

-district wide initiative to educate all teachers on reading strategies that can be used across the curriculum

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Part of our district's process for monitoring continuous improvement include:

-District interim assessment//interventions are in place for reading and math at all levels K-12 and all content areas at the middle and high school level.

-There are 3 writing folder checks district wide for all levels, K-12.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Take our three areas of greatest concern, reading, writing, and Flaherty Primary School and developing goals and a plan for addressing those areas. Once those have been identified, develop a process to monitor the progress on those goals.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Increase the average combined reading and math scores for elementary from 55.3 % to 77.7%, for middle from 54.7% to 77.4%, and for high from 49.9% to 75.0% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency to 64.2% for elementary, 63.8% for middle, and 59.9% for high by 05/30/2014 as measured by K-PREP and/or EOC scores..

Strategy1:

School Readiness - The Brigance Kindergarten Screener will be administered to all kindergarten students before school began. This work was supported by the district. The data will be used to put interventions in support for targeted students as soon as students enter kindergarten.

Research Cited:

Activity - Brigance Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten staff (including select shcool psychologists) will complete on-going training on the administration, data entry and interpretation of results including communication with parents.	Professional Learning	08/09/2012	08/16/2013	$0 - No Funding Required	Elementary Instructional Supervisor and Elementary Curriculum Specialist; Principals

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district team will be formed to develop a document that will help inform parents of the developmental and academic skills that ensure kindergarten readiness. Once this document has been development, this team will develop and implement a plan involving community partners to disseminate this information to parents of children ages 3-5 in our district.	Parent Involvement	12/02/2013	07/31/2014	$0 - No Funding Required	Instructional Supervisor, DOSE, Superintendent, Building Principal/Cousenlor or designee (BPS, FPS, PES, Ekron)

Strategy2:

Increasing Instructional Rigor - Instructional strategies and resources to increase instructional rigor in the classroom will be implemented.

Research Cited:

Activity - 7-12 iLearn: iWave Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All MCHS/SPMS certified teachers were issued an I Pad in May/August of 2013 to begin exploring how to increase the implementation of technology into instruction. On-going training will be provided in various platforms throughout the school year. A 1 to 1 Student Initiative will follow to increase engagement and rigor.	Academic Support Program	12/02/2013	08/29/2014	$330000 - School Council Funds	Building Principals; District Support Staff; Superintendent

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phase II of implementation (2013-14 School Year) -- CIITS Coaches in each building will be trained to train teachers in the continued use of CIITS lesson planning and CIITS Assessments with the expectation of implementation a minimum of once during the school year.	Academic Support Program	07/15/2013	06/27/2014	$7000 - Grant Funds	Instructional Supervisor; CIITS Coaches; Building Principals

Strategy3:

Literacy Initiative - An awareness of Literacy Across Content Areas will icrease achievement and raise the level of rigor.

Research Cited:

Activity - Train the Trainer for Principals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly reading strategy will be modeled for principals through direct instruction and guided practice at the monthly principals' meeting.	Professional Learning	01/10/2013	05/30/2014	$0 - No Funding Required	instructional supervisors

Activity - PLC agenda item	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At district monthly PLC meetings, principals will bring evidence and share successes and/or concerns about the implementation of the strategy in their school.	Professional Learning	01/31/2013	05/22/2014	$0 - No Funding Required	principals

Activity - 18 month reading strategies calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a calendar with a monthly reading strategy focus to be used with students across content	Academic Support Program	01/10/2013	02/14/2013	$0 - No Funding Required	Instructional supervisors and curriculum resource teacher(s)

Activity - Revision of Writing Plans/Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After awareness of writing standards work has been completed, a district team will be selected to revise writing plans. This team will specifically look at the contents of the writing folder as well as the Writing Program Review rubric to ensure congruency.. The focus of our writing folders will shift from the three types of writing to the three purposes for writing as outlined by the standards. Revised writing plans will be enacted in the 2013-14 school year.	Policy and Process	03/01/2013	07/31/2013	$1500 - General Fund	Instructional superviors; curriclum resource teachers; staff representative from selected schools

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aligning grade level cuurriclum for langage mechanics grades 2 through 12 to both ELA standards and EPAS standards and creating a plan to assess student proficiency.	Academic Support Program	01/04/2013	05/30/2014	$500 - Title I Part A	Instructional Supervisors; Curriculum Resource teachers

Activity - Awareness of Literacy Standards K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Level Staff will guide principals and curriculum resource learning team through the literacy standards. Schools are then required to create a literacy improvement plan that will ensure increased understanding of the literacy standards and how they can be implemented instructionally in individual classrooms.	Professional Learning	09/02/2013	05/29/2015	$0 - No Funding Required	District level staff, principals, curriculum resource learning team

Strategy4:

K-6 Implementation of Research Based Curriculum - Ensuring research based instruction in grades K-6 will support the fidelity of the KSI

process as well as support rigorous instruction.

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct K-6 Working Session using the Scotts Foresman Reading Streets Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	10/07/2013	02/28/2014	$0 - No Funding Required	Elemenatary Principals; Superintendent; District Support Staff

Activity - Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct K-6 Working Session using the Envisions and Everyday Math Series to discuss best practices in implementation and monitoring of a research based series.	Academic Support Program	01/16/2014	05/29/2015	$0 - No Funding Required	Superintendent, District Support Staff, Building Principals

Activity - AR Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One Call and the email feature in the Accelerated Reading program will be utilized to make parents aware of the importance of reading and the progress on their student.	Parent Involvement	09/02/2013	05/29/2015	$0 - No Funding Required	Elementary Principals, Superintendent

Goal 2:

Increase the percentage of students who are college and career ready from 65.2% to 67.5% by 2015.

Measurable Objective 1:

collaborate to have 61.0% of students CCR by 05/30/2014 as measured by the Unbridled Learning Formula.

Strategy1:

Academic and Career Advising - Our middle and high school will colloaborate to build a comprehensive plan to advise students and parents

grades 7-12.

Research Cited:

Activity - Academic/Advisor Folder Develepment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration teams at the middle and high school will work collaboratively to develop a folder that will travel with our students from grade 7 to grade 12. The goal of this folder is to guide students through a 6 year plan to help students develop and implement a post-secondary goal.	Academic Support Program	11/26/2012	05/30/2014	$1000 - School Council Funds	School counselors, Building Principals, teachers

Strategy2:

EPAS Assessments - EPAS Assessment will be administered in grades 7 and 9 for baseline data

Research Cited:

Activity - Grade 7 EXPLORE Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data from the Fall administration of the grade 7 EXPLORE test will be dissagregated by each elmentary school in the district. This data will be used to inform elementary schools of readiness for their students and to monitor improvement in elementary student readiness	Academic Support Program	11/29/2012	10/30/2014	$0 - No Funding Required	Middle School Building Assessment Coordinator; Secondary Instructional Supervisor

Activity - EPAS Item Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EXPLORE testing in grade 7 and PLAN testing in grade 9 will be administered. Item analysis from these assessments will be used to determine programming issues. Targeted gaps in curriculum will be addressed instructionally once identified.	Academic Support Program	11/04/2013	01/10/2014	$2000 - Title II Part A	Instructional Supervisor; Building Assessment Coordinators; Building Principals; teachers

Strategy3:

ASSIST Special Ed Transition Rate Data - Working with students in high school will ensure higher tranistion rates for our high school students.

Research Cited:

Activity - Youth One Year Out Transition Rates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with the transition consultant through GRREC to determine resources available for students with disabilities to increase the number enrolled in higher education. Continue the strategies in place to promote career readiness for students with disabilities.	Career Preparation/ Orientation	01/03/2014	05/30/2014	$0 - No Funding Required	DOSE; GRREC Consultants; MCHS Special Ed Teachers

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

To increase the percentages of favorable TELL Survey results to 90% by 2015 (where applicable with resources and legalities).

Measurable Objective 1:

collaborate to identify focus areas of improvement and implement a plan of increasing the results by 05/29/2015 as measured by the Kentucky TELL Survey..

Strategy1:

Data Analysis - By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each our district and schools with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level.

Research Cited: www.tellkentucky.org

Activity - Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with building principals and district staff to identify ways to increase favorable results within the focus area of time. Identify three activities and add them to the CDIP as identified for monitoring.	Policy and Process	12/02/2013	05/29/2015	$0 - No Funding Required	Distirct PLC Team Members

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan and process will be developed to involve teachers in identifying professional development activities. The plan will also include a follow-up component and an evaluation process.	Professional Learning	12/02/2013	05/29/2015	$500 - District Funding	District PLC Team Members

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Superintendent Evaluation Assurance

Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed.

Superintendent Evaluation Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the Superintendent Evaluation has been completed and submitted in ASSIST and that all supporting artifacts and evidence have been uploaded to support said responses to show alignment with the Kentucky Board of Education goals for student achievement, operational efficiency and the communication and collaboration of district leadership.	Yes		

School Safety Assurance

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction

Senate Bill 97 authorizes local school boards to pass a district-wide policy extending the compulsory school age requirement from age 16 to age 18 for all students residing in the district. When fifty-five percent of the school districts in the state adopt such a policy, all remaining school districts are required to do so, effective with the school year that occurs four (4) years after the 55% threshold is met. The 55% threshold of 96 districts was met in July of this year, activating the requirement for all remaining school districts to enact a policy within the statutory time frame.

Compulsory Attendance Age (Senate Bill 97)

Label	Assurance	Response	Comment	Attachment
	The Board certifies that the Raising the Compulsory Attendance Age diagnostic has been completed and submitted in ASSIST and that all supporting artifacts have been uploaded to support said responses to show alignment with Senate Bill 97.	Yes		